

1 Edward Estlin Cummings (E.E. Cummings) was born in Cambridge, Massachusetts on October
2 14, 1894, to a well-known family. His father was a professor at Harvard University. His mother, Rebecca,
3 who loved to spend time with her children, played games with Cummings and his sister, Elizabeth. It was
4 Cummings's mother who introduced him to the joys of writing. Cummings wrote poems and also drew as
5 a child, and he often played outdoors with the many other children who lived in his neighborhood.

6 He became a famous poet, and he wrote many poems during his lifetime. In his poetry, he often
7 broke rules of punctuation, capitalization, and grammar. But he uses words in powerful ways to express
8 ideas. Check out how he creates meaning in this beautiful love poem.

9
10 [i carry your heart with me(i carry it in]
11
12 i carry your heart with me(i carry it in
13 my heart)i am never without it(anywhere
14 i go you go,my dear;and whatever is done
15 by only me is your doing,my darling)
16 i fear
17 no fate(for you are my fate,my sweet)i want
18 no world(for beautiful you are my world,my true)
19 and it's you are whatever a moon has always meant
20 and whatever a sun will always sing is you
21
22 here is the deepest secret nobody knows
23 (here is the root of the root and the bud of the bud
24 and the sky of the sky of a tree called life;which grows
25 higher than soul can hope or mind can hide)
26 and this is the wonder that's keeping the stars apart
27
28 i carry your heart(i carry it in my heart)

UNIT LESSON PLAN

INSTRUCTOR _____ **DATE** _____ **CLASS LEVEL** ABE Level C

Valentines Day Unit: 3 days

Topic: February- Valentines Day. “[i carry your heart with me(i carry it in)]”	
Lesson Objectives:	
<ol style="list-style-type: none"> 1. Gain a deeper understanding of poetry through collaboration with peers 2. Analyze the word choice, structure, and repetition in the text through in-depth reading, text-dependent questions and study of vocabulary 3. Identify the various ways the poet expresses the main idea 4. Write a response to the poem based on evidence from the text 	
CCR Standards Aligned to this Lesson:	
RI/RL.4.1 , RI/RL.5.1, RI.4.3, RL.5.4, RI.4.5 , W.5.1 , W.4.2 , W.5.4 , W.5.5 , SL.5.1 , SL.5.2 , L.5.5, L.4.4 & 5.4	
Reading: text dependent questions and reading strategies, as well as sentence structure, literary elements, and word choice	
Sentence structure: use of parentheses and brackets, run-on sentences. Words are the building blocks of a poem. Looking at which words are used and how they are arranged can help us understand what a poet is trying to say.	
Literary elements: free verse, repetition, personification, rhyming words, imagery, tone	
Text Dependent Questions	Possible Student Answers
What artistic activities did Cummings pursue as a child?	He wrote poems and drew as a child (lines 4-5)
How did Cummings develop a love of writing?	His mom spent a lot of time with him and his sister, and she introduced him to writing. (lines 3-4)
What are some characteristics of his poetry?	He doesn't use punctuation or capitalization or much grammar in his poetry. Yet he uses words in powerful ways to express ideas. (lines 7-8)
Who does the poet address in the poem? How would you summarize his main idea?	He addresses the love of his life. The speaker and the person he's addressing are joined in a love so strong that it cannot be broken or separated.
Repetition is the simple repeating of a word, within a sentence or a poetical line, with no particular placement of the words, in order to provide emphasis. What effect is created by the repetition of love expressions?	The repetition of the love expressions emphasizes the poet's profound and sincere feelings. The title, and lines 12 and 28 emphasize that he always carries her in his thoughts, that there is no moment in which he is not thinking about her, and that everything he does she is doing because she is in his mind. It creates an effect of perpetual love that continues because she is always with him, whether in person or in his heart and mind.

<p>How does the author use repetition to support the main idea? Give examples from the text</p>	<p>The repetition of words and phrases emphasizes the sincerity of the speaker’s feelings. Examples from the poem: “root of the root,” “bud of the bud,” “sky of the sky.” He repeats the word “root” to show that his love is deep and established. His love is showing “buds” and reaching for the “sky,” which means that it’s constantly growing to the point where he cannot hide it anymore. The image created by the repetition seems to imply that his love has doubled in size, so it is completely grounded with no way to be broken or separated.</p>
<p>Imagery is described as the author using words and phrases to create “mental images” for the reader. Imagery helps the reader to visualize realistically experience the author’s writings. What imagery does the poet use? How do these images relate to love?</p>	<p>The imagery of the poem is clear and almost concretely solid, with its sun and moon (lines 19-20), stars (line 26), fate (line 17), soul (line 25) and tree of life (line 24). The imagery of the sun and moon shows the consistency of his love, as well as the fact that they will always illuminate her in his mind.</p>
<p>Personification refers to giving human traits and characteristics to inanimate objects, things, and animals. How does Cummings personify the sun in line 20?</p>	<p>Line 9 also gives us some personification with the idea of a sun singing. The sun doesn't actually sing, but if it did, it would sing about the speaker's lover in the poem. The universal language like "always" implies that their love will continue even after they're gone, since the sun will "always" sing about the speaker's lover since she is the world to him.</p>
<p>How does the title of the poem break capitalization, punctuation and grammar rules?</p>	<p>Nothing in the title is capitalized. The parentheses take the place of a comma. The title of the poem ends with “i carry it in” so that it ends with a preposition instead of a prepositional phrase with an object of the preposition.</p>
<p>What does the structure of the poem, specifically the lack of punctuation and space between words, portray to the reader?</p>	<p>It seems as if the poet’s words were so important to him he couldn’t slow down to separate them with spaces or punctuation; they flow together to create a timeless understanding of love.</p>
<p>How does the lack of structure support the main idea in the poem?</p>	<p>The poet avoids capitalization, proper punctuation, and normal spacing between words. It seems as if the author’s feelings are so powerful that he can’t slow down. Example from the poem: “your doing,my darling.” (line 15). “for beautiful you are my world,my true.” (line 18).</p>
<p>How does the author’s word choice support the main idea? Give examples from the text.</p>	<p>The speaker uses many words associated with love and nature to show that his feelings are as strong, sincere, and lasting as nature itself. Examples from the poem: “i carry your heart (i carry it in my heart) (line 28). The poet holds her heart so that their love cannot be broken or separated. The line “which grows higher than soul can hope” (line 25) portrays the fact that their love is growing more than their souls could hope for or imagine.</p>

	<p>The line “and the sky of the sky of a tree called life” (line 24) implies that the tree of their life and love is rooted and grounded, but continuing to grow.</p>
<p>The majority of the poem is written in free verse, but there are some rhyming words. What are the rhyming words in the poem? Overall, how does the use of free verse support the tone of the poem?</p>	<p>Some of the rhyming words are: knows and grows (line 22 and 24), dear and fear (line 14 and 16), you and true (line 17 and 18), apart and heart (line 26 and 28). The poem fits in the modern genre of poetry, and the common trend of modern poetry is the use of free verse. The tone of the poem is hopeful and free, and the use of free verse does not confine the understanding of love with rules and regulations of poetic form.</p> <p>The poet emphasizes that the tree is like our love; growing upwards and outwards and has complicated components like roots and buds. It grows so tall that even the soul can’t grasp it all, and even the mind can’t hide it all. Cummings certainly wanted the readers to realize that life is all about ups and downs but the most important part of it is to learn to overcome obstacles.</p>
<p>In what way does the use of parentheses affect the structure of the poem?</p>	<p>Cummings’ use of punctuation and parentheses gives the reader a chance to see what the author wants to say. The actual poem is the lines outside of parenthesis, and the real meaning or deep thought that each part or sentence of the poem implies are the lines inside the parenthesis. When the author says “...i fear no fate(for you are my fate,my sweet)...” we can see that “I fear no fate” is just a powerful statement however “(for you are my fate,my sweet)” is the why, or the more elaborated feeling of the author.</p> <p>Throughout the entire piece we can see Cummings’ love grow more and more towards this unknown person, we know that he truly loves her and that everything revolves around her when he says “...i want no world(for beautiful you are my world...” and later states his love “is the deepest secret nobody knows” and the thing that is “keeping the stars apart”. Cummings uses parenthesis to show the reader a different, more-personal side of his love for this person, and a reminder that his life revolves around her.</p>

Writing:

1. Writing Prompt 1: E.E. Cummings expresses love for someone through a poem. Imagine that he wanted to write a letter instead. Rewrite one verse of this poem as a love letter.
2. Writing Prompt 2: Using evidence from the text, compare and contrast the parts of the poem that are outside of the parentheses and the parts that are inside the parentheses. How does the use of parentheses show the author's purpose and the poem's meaning?

Listening/Speaking:

Have students listen to 2 readings of the poem with the video. Discuss how the voice of the reader and the video itself affects their understanding of the poem and their reaction to the main idea of the poem.

<http://www.youtube.com/watch?v=MF5H7I9jEkY> - "I Carry Your Heart With Me" Poetry Reading

<http://vimeo.com/62305015> - "I Carry Your Heart With Me"- Dedicated to Daughter

How I will scaffold my lessons to reach all of my students' levels:

1. Guide the students in shared reading activities (close reading, chorale reading, reader and response, scooping for fluency).
2. The class will participate in whole class and small group discussion as we analyze the text.
3. Discuss the meaning and use of literary terms in small groups using the literary term handout.
4. Use pictures and simplified definitions for lower-level students who need them.
5. Use the graphic organizers to portray an understanding of literary elements and critical thinking skills.
6. Give students writing prompts based on their writing ability level.

Differentiated instructional techniques:

Differentiated instruction for writing prompts: For students who are at a lower level, encourage them to choose writing prompt #1, For students at a higher level, encourage them to choose writing prompt #2.

How I will assess my students' mastery of the lessons:

I will assess student mastery by asking them to write the definitions of the literary terms, and showing examples from the text to support the literary terms used in the poem. I will check the content of the graphic organizers as well, and students will fill out an organizer that I made on the board so everyone can see their answers and have a class discussion.

Suggested Five Day Plan:

Day 1: Read the brief biography of E.E. Cummings. Read the poem as a class, using various shared reading activities to build fluency. Answer the text-dependent questions about the biography and literary elements of the poem. Have students fill out the graphic organizer about Analyzing poetry and the Poetry Quiz, questions 1-4.

Day 2: Review the literary elements from the vocabulary handout. Re-read the poem as a class. Answer

text-dependent questions about the grammar, capitalization, punctuation, and structural aspects of the poem. Have students fill out the graphic organizer about Critical Thinking Questions. Watch the videos with the different readings of the poem. Have students discuss the effect of the reading on their understanding of the poem, and compare and contrast the differences in delivery of the poem.

Day 3: Have students choose between 2 writing prompts:

1. Writing Prompt 1: E.E. Cummings expresses love for someone through a poem. Imagine that he wanted to write a letter instead. Rewrite one verse of this poem as a love letter.
2. Writing Prompt 2: Using evidence from the text, compare and contrast the parts of the poem that are outside of the parentheses and the parts that are inside the parentheses. How does the use of parentheses show the author's purpose and the poem's meaning?

Begin writing your first draft. Finish your first draft if possible. Finish your rough draft of your paper, and if you have already finished, find a partner to do the peer-review worksheet to check your writing. Re-write or type your final draft and give it to the teacher.

Literary Elements in Poetry

Free verse is an open form of poetry that does not use consistent meter patterns, rhyme, or any other musical pattern.

Imagery is described as the author using words and phrases to create “mental images” for the reader. Imagery helps the reader to visualize realistically experience the author’s writings.

Personification refers to giving human traits and characteristics to inanimate objects, things, and animals.

Repetition is the simple repeating of a word, within a sentence or a poetical line, with no particular placement of the words, in order to provide emphasis.

Rhyme is a pattern created by using words that produce the same, or similar sounds.

The **tone** of a literary work is the perspective or attitude that the author uses to portray a variety of emotions in regards to characters and setting.